

## Evaluation Instrument Job Aid

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### **What is an evaluation instrument?**

An evaluation instrument measures various aspects of the training. Evaluations range from simple classroom reaction to complex performance measures, such as improved productivity or behavioral changes. FSA University uses two instruments, the Customer Satisfaction Survey and the Instructor Feedback form. The Customer Satisfaction Survey rates the course, trainer and training environment. The Instructor Feedback form provides instructor input on materials, training environment and hot topic issues with the audience.

Part of creating an evaluation instrument is developing a plan for its use. When will evaluation be conducted? When will the results be assessed? How and when will the assessment results be incorporated? Evaluation can be integrated within the training materials, perhaps within a learning activity. Assessment occurs throughout the training, not just at the end of the series.

When developing the training, consider other types of evaluation instruments. For example, create a course specific instrument in order to determine if the learning objectives have been met. Alternatively, the evaluation could measure the effect of the training on job performance, e.g. faster typing speed or fewer rejected transactions. Different instruments require different approaches. The following is a quick guide to some measurement types and tips for their use.

### **Levels of evaluation:**

1. Reaction – Determines whether or not the participants liked the course
2. Learning – Measures the effect of the training on the participant's level of knowledge, skills or attitude
3. Behavior – Measures changes to participant behaviors
4. Results – Measures the business impacts of the training and its effect over time

While it is easy to measure participants' reactions to training, it is more complicated to measure changes in behavior or performance. Measurement of participant reaction and learning can be conducted during or immediately following the conclusion of training. Measurement of behavioral changes and business impacts is generally conducted after some time has elapsed at the end of the training.

### **Designing course specific evaluations:**

There are some basic principles to keep in mind when designing an evaluation.

1. Create learning objective specific questions.
  - "Did you learn to print a report using a query?"
  - "Identify four Pell calculation methods."
2. Use a scale.
  - 1-5 scales (e.g. 1. Strongly Agree, 2. Agree, 3. Neutral, 4. Disagree, 5. Strongly Disagree) work well and provide a standard basis for analyzing the data.
3. The scale should be consistent across the questions or clearly identify changes.
4. Consider creating a pre/post-test to measure the participant's knowledge of the learning objectives.
5. Keep your questions short (less than 25 words) to ensure participant's understanding.
6. Don't ask loaded questions.
  - "Experts agree that diet and exercise are the keys to good health. Do you agree?"
7. Ask one question at a time.
  - Are you satisfied with the amount of time the instructor spent on each subject?
  - Are you satisfied with the kind of information presented by the instructor?
  - **NOT** – Did you like the instructor and was she/he well prepared?
8. Avoid open-ended questions.
9. Include an opportunity for participants to comment.

Examples of the Customer Satisfaction Survey and other evaluation instruments can be found in the appendix.